

# Enhanced Reading Intervention Program for Junior High School Students

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## Introduction

The question nowadays in reading literacy, after all efforts are done inside the classroom is, “Why does it seem that nothing has changed?” referring to the ability to read among those who are identified frustration level students. Even in our modern world, the numbers are startling. Millions around the world even and in the country remain in the frustration level which means reading below the basic level.

However, blaming syndrome is already an old music and now is the time to give greater efforts to address reading literacy; since it greatly impacts education, economic development, and life outcomes. Given this premise, what is needed is to ground and strengthen reading intervention programs for every student with reading needs. So that one’s skill, ability, and strategy in reading will be addressed and developed appropriately.

## Rationale

**Enhanced Reading Intervention Program (RIPro) for Junior High School Students** is designed to develop student reading skills to foster comprehension among the identified frustration level students. This is crafted to improve student’s reading skills in both word recognition and word comprehension which include decoding, fluency, comprehension, and vocabulary.

This RIPro is in line with the DO 14, S. 2018 – policy guidelines on the administration of the revised Philippine Informal Reading Inventory (Phil-IRI) and it supports DepEd in advocating the Every Child a Reader Program (ECARP). While Trento National High School is upholding the ECARP advocacy, it

aims to determine student baseline performance in reading. With this, the pre-oral reading assessment test is annually administered to Junior High School students. Since it has been a trend that each grade level reported frustration level students, this is the very reason that RIPro will be administered and closely linked to students’ needs across all levels.

This RIPro wanted to continue the quality of education by remediating students’ possible gaps in reading. Thus, RIPro is offered with a vision that development in reading skills will eventually lead students to perform well in the academic areas with which the goals and objectives of this RIPro were patterned.

### A. Goals

This Reading Intervention Program aims to improve reading abilities and comprehension skills among identified frustration reading level Junior High School students.

### B. Objectives

Specifically, the Reading Intervention Program aims to:

1. improve reading abilities and comprehension skills in English among the frustration level Junior High School students;
2. develop reading abilities of the frustration level Junior High School students to independent level;
3. increase the number of instructional and independents readers to at least 80% both in word recognition and word comprehension skills;
4. improve student-recipients’ academic performance in all subject areas.

**I. General Program Information**

<b>A. Program Title:</b>	<b>RIPro (Reading Intervention Program)for Junior High School (Improving Reading Abilities and Comprehension Skills among Identified Frustration Reading Level Students)</b>
<b>B. Program Description:</b>	This is a 15-Saturday reading intervention class with 4-hour duration for each session. This is designed to improve reading abilities and comprehension skills among identified frustration reading level students.
<b>C. Duration:</b>	June-March
<b>D. Management Level of Program:</b>	School-based
<b>E. Delivery Mode:</b>	Teaching reading (Face to Face)
<b>F. Target Personnel:</b>	Junior High School students, 1 Reading Coordinator, 1 Reading Specialist, 4 Reading Teachers, English Teachers, Department Head, and School Head

**G. Terms of Reference of the Persons Involved**

<b>Student-recipients</b>	This refers to the identified Junior High School student-recipients of the Reading Intervention Program.
<b>Reading Coordinator (RC)</b>	The RC will work directly with the reading teachers, parents, and students. The RC shall provide support; facilitate teachers, parents, and students inquiries related to the implementation of the program. The RC will also work with administrators and teachers to collect and analyze data, interpret, and use it for the improvement of the implementation of the nnn. RIPro.
<b>Reading Specialist (RS)</b>	The reading specialist will track student-recipients reading profile and records. The RS will assess student performance that is vital for developing, implementing, and evaluating the RIPro in general, and in designing instruction for each student. He or she can assess the reading strengths and needs of students and provide that information to the classroom teachers and parents.
<b>Reading Teachers</b>	Reading Teachers work with the student-recipients. Their duties include helping students to read, comprehend what they're reading, and train them in phonetics, spelling, grammar, and vocabulary memorization. Reading teachers have classroom where students come and learn on Saturdays and vacant time on weekdays.
<b>English Teachers</b>	The English teachers will be the one to conduct the Group Screening Test among Junior High School students. They will analyze results and they will identify the student-recipients of the RIPro.
<b>English Department Head</b>	The English Department Head work towards and support the RIPro's goals and objectives. He or she regularly monitors the reading teaching practice to ensure that students are receiving the most beneficial reading remediation.
<b>School Head</b>	The school head supports the needs of the program and ensures that the RIPro is effectively implemented. The school head shall also initiate provisions of the required budget for the sustainability of the program. He or she will as well monitor the reading teaching practice and observe reading classes, and support the program activities stipulated in the RIPro.

**I. Budgetary Requirement****A. School Supplies**

Quantity	Unit of Issue	Item Description	Estimated Unit Cost	Estimated Total Cost
10	Reams	Bond Paper	220	2,200
2	Reams	Velum Paper	440	880
2	Packs	Index Cards	50	100
40	Pieces	Medals	30	750
<b>Total</b>				<b>3,980</b>

**B. Honorarium for Reading Teachers**

Quantity	Description	Rate	Total Cost
4	Reading Teacher	350 per session x 15	21,000
2	Staff	300 per session 15	9,000

**C. Reading Facilities and Other Aids**

Quantity	Facilities, Equipment, and Reading & Instructional Materials	Source of Funds
4	Classrooms	Local Funds
1	Functional Reading Room	School MOOE
1	Personal Computer	LGU
1	Audio and Video Player	PTA
1	Television	Alumni Association
1	Printer	Other Stakeholders Other Sponsors

**D. Personnel**

Quantity	Job Description	Resources
1	Reading Coordinator	Trento National High School Administration
1	Reading Specialist	
4	Reading Teacher	
2	Reading Staff	

**II. Implementation Blueprint**

**A. Pre-implementation Phase**

Schedule	Activities	Persons Involved
<b>1. First Faculty Meeting</b> <b>-First Quarter (June)</b>	Presentation of the proposed RPro to the School Principal	School Head Reading Coordinator Teachers
<b>2. LAC Session (Learning action Cell)</b> <b>-First Quarter (June)</b>	Presentation of the Proposed RPro to the Teachers Through Learning Action Cell	School Head Reading Coordinator English Teachers
<b>3. Seminar-Workshop</b> <b>-First Quarter (June)</b>	Development of Reading Intervention Materials and Activities	School Head Reading Coordinator English Teachers
<b>4. Assembly</b> <b>-First Quarter (July)</b>	Organization of the Monitoring and Evaluation Team	School Head Department Heads Reading Coordinator Teachers
<b>5. Screening Test</b> <b>Pre-oral Reading Test</b> <b>-First Quarter (July)</b>	Identification of Student-Recipients	Reading Coordinator Reading Specialist English Teachers
<b>6. General PTA Meeting</b> <b>-First Quarter (July)</b>	Conference with the Stakeholders	School Head Department Heads Reading Coordinator Teachers Parents Stakeholders LGU

<b>B. Implementation Phase</b>		
<b>Schedule</b>	<b>Activities</b>	<b>Persons Involved</b>
<b>Orientation -First Quarter (July)</b>	Parents and Student- Recipients Meeting and Orientation	School Head English Department Head Reading Coordinator Reading Specialist Reading Teachers
<b>Reading Class Session</b>		
<b>Time</b>	<b>Suggested Activities</b>	
<b>8:00-9:00</b>	<b>Reading Class</b> Vocabulary Enhancement: Word Bundles Selection Reading: Your Text Comprehension Check: Comprehension Questions	
<b>9:00-9:30</b>	<b>Recess</b>	
<b>9:30-11:30</b>	<b>Answer Worktext</b> Developing Reading Skills Generalization: Remember Box Enrichment Activities	
<b>11:00-11:30</b>	<b>Formative Test</b>	

<b>Reading Class Matrix August - November</b>			
<b>Schedule</b>	<b>Content Skill</b>	<b>Objectives</b>	<b>Suggested Activities</b>
<b>Session 1</b>			Pre-Test
<b>Session 2</b>	Using Phonetic Analysis	Decode words from the selection read using phonetic analysis	Read a selection and find a word that sounds the same as the given words
<b>Session 3</b>	Using Structural Analysis	Use structural analysis as strategy in understanding unfamiliar words	Identify root words, prefixes, and suffixes, and explain its meaning.
<b>Session 4</b>	Using Context Clues	Use other words in sentence or passage to understand unfamiliar words	Answer worktext: Pick a word closest to the meaning of the underlined words
<b>Session 5</b>	Vocabulary Building and Word Usage	Analyze the meaning of the unfamiliar words in the selection read	Presentation of graphic organizers and web words
<b>Session 6</b>	Finding the Main Idea and Supporting Details	Identify the main idea and recognize its supporting details	Discussion on the hints to determine correct main idea and supporting details.
<b>Session 7</b>			Summative Test
<b>Session 8</b>			Mid-assessment Test
<b>Session 9</b>	Classifying and Organizing Facts	Arrange facts using separation and classification of ideas	Read non-fiction text and identify visual feature and record facts from the article.

<b>Reading Class Matrix August - November</b>			
<b>Schedule</b>	<b>Content Skill</b>	<b>Objectives</b>	<b>Suggested Activities</b>
<b>Session 10</b>	Inferring meanings and Drawing Conclusions	Read closely to make logical inferences and cite textual evidence to support conclusions drawn.	Read stories and present insights about about the stories read.
<b>Session 11</b>	Following Directions	Follow directions by utilizing reading and listening comprehension skills	Model or follow instructions while classmates are reading certain situation.
<b>Session 12</b>	Using Parts of a Book	Identify parts of the book correctly	Name each part of a book correctly. Library visit.
<b>Session 13</b>	Using the Dictionaries, Encyclopedia and Other Reference Books	Use books and other reference materials in locating information in the library.	Students will read scenarios and they will identify which reference material they should use to find the information.
<b>Session 14</b>			Summative Test
<b>Session 15</b>			Post-test
	Culmination Program		

### C. Post-implementation Phase

<b>Schedule</b>	<b>Activities</b>	<b>Persons Involved</b>
<b>1. Post-Assessment Test -Third Quarter (November)</b>	Reading Proficiency Post-Test	Reading Coordinator Reading Specialist Reading Teachers
<b>2. Oral Reading -Third Quarter (November)</b>	Oral Reading Post-test	Reading Coordinator Reading Specialist Reading Teachers
<b>3. Assessment and Evaluation of the Post Test Result -Third Quarter (November)</b>	Comparison of pre-test and post-test Result	Reading Coordinator Reading Specialist Reading Teachers

<b>4. Culmination and Recognition Program -Third Quarter (November)</b>	Presentation of Performance Output	School Head Reading Coordinator Reading Specialist English Teachers Stakeholders Parents Students
<b>5. LAC Session (Learning action Cell) for Recommendations for the improvement of the Program -Third Quarter (November)</b>	Evaluation of the Implementation of the Program	School Head Reading Coordinator Reading Specialist English Teachers

<b>D. Monitoring and Evaluation</b>				
<b>Information Requirements</b>	<b>Source of Data</b>	<b>Frequency</b>	<b>Means of Data Generation</b>	<b>Persons Involved</b>
<b>1. Students Reading Profile</b>	Reading Inventory Result	First Quarter and Third Quarter	Reading Inventory Test	Reading Coordinator Reading Specialist Reading Teachers
<b>2. Reading Progress &amp; Attendance Report</b>	Attendance Sheet and Record/ Scores of the Reading Intervention Activities	Monthly	Oral Reading test	Reading Coordinator Reading Specialist Reading Teachers
<b>3. Reading Class Observation</b>	Conference Notebook	Once a Month	Class Observation	Reading Coordinator Reading Specialist Reading Teachers
<b>4. Reading Classroom Visits</b>	Monitoring Checklist	Twice a Month	Actual Visit	School Head English Department Head Reading Coordinator
<b>5. Students Achievement in the Quarter Exams</b>	Test Results in English, Mathematics, and Science	First, Second, and Third Quarters	Test Questionnaire	Reading Specialist English Teachers
<b>6. Post Oral Reading Test</b>	Reading Record	End of the Program	Attendance Record	Reading Coordinator Reading Specialist Reading Teachers

### **III. Program Implementation**

#### **A. Pre-Implementation Phase**

The Pre-implementation Phase describes the stages of activities to be done before the implementation of the program. This includes the presentation of the proposed RPro to the school principal, presentation of the proposed RPro to the teachers through LAC session, development of reading intervention materials and activities through seminar-workshop, and conference with the stakeholders.

##### **1. Presentation of the Proposed RPro to the School Principal**

The Enhanced RPro will be presented to the School Principal during the First Faculty Meeting. After securing the School Head's approval, teachers will schedule a Learning Action Cell (LAC) for further discussion of the proposal.

##### **2. Presentation of the Proposed RPro to the Teachers through Learning Action Cell**

The presentation of the new program design will be presented to the English teachers with the School Principal through LAC (Learning Action Cell) on June, 2020. The researcher will present the activities concerning the program and possible recommendations of the teachers and the principal will be properly addressed. The researcher will also present the training design and matrix for the seminar workshop in developing the reading intervention materials and activities catering different levels of reading deficiency.

##### **3. Development of Reading Intervention Materials and Activities**

###### **Through Seminar-Workshop**

This 4-Day Seminar Workshop is intended for English teachers who shall develop reading the intervention materials for Junior High School. Moreover, this orients teacher-participants on innovations and best practices in teaching and learning reading. This training will further equip English teachers with interactive and enjoyable strategies and activities to help develop the reading skills among learners.

###### **a. TRAINING DESIGN**

###### **Title: Seminar-Workshop on Developing Reading Intervention Materials: Worktext for Junior High School Students**

Theme: Teaching Reading: Meeting the Reading Gaps of the 21<sup>st</sup> Century Learners

Participants: English Teachers of Junior High School

Date: June 19-22, 2020

Venue: TNHS Conference Hall

###### **Rationale:**

The 21<sup>st</sup> century presents new challenges to both teachers and learners. One of the challenges faced at this very age are the reading deficiencies among students. Teachers should comprehend the significance of developing intervention materials that would bridge students' gaps in reading, ensuring that there is continuous integration of various activities across different grade levels.

The importance of developing appropriate reading intervention materials plays a vital role in offering highly effective reading intervention program. Appropriate materials and activities ensure learners' success in moving from frustration, instructional to independent reading level to enable them to transfer this key knowledge to excel in all other subject areas and in the future situations.

Educator must therefore carefully craft effective reading intervention materials and doable activities suited to the 21<sup>st</sup> century learners in order to achieve effective reading proficiency in the academic arena. It is with these thoughts that this seminar is conceptualized.

###### **Objectives:**

The seminar-workshop aims to:

1. develop reading intervention materials for the different grade levels of Junior High School;
2. orient teacher-participants on innovations and best practices in teaching and learning reading to meet the needs of the 21<sup>st</sup> century learners; and
3. equip them with interactive and enjoyable strategies and activities to help develop the reading skills among learners.

#### 4. Identification of Student-Recipients

The result of the Group Screening Test (GST) will lead teachers to the identification of the student-recipients of the Reading Intervention Program. Further, all students who belong to the Frustration Reading Level are subject to undergo the RPro.

##### a. Screening test for Grade 7

The Group Screening Test (GST) is a reading test adapted from Philippine Informal Reading Inventory (Phil-IRI). It is a 20-item reading comprehension test that covers a set of leveled passages from Grades 3 to 6. The screening test is intended solely for grade 7 students to identify their level of reading recognition and comprehension based on the following scores.

Table 4.1 Starting Point of Graded Passages depending on Raw Score in Phil-IRI GST

Score	Grade/ Reading Level
13-15	Grade 7
11-12	Grade 6
9-10	Grade 5
7-8	Grade 4
5-6	Grade 3
3-4	Grade 2
0-2	Grade 1

**Note:** Students who got a score of 14 and below during the Group Screening Test are subjected to further testing through the individual reading of graded selection. Based on the observed reading needs of these students, they are given the appropriate reading intervention.

The first passage that the student should be asked to read aloud must depend on the student's raw score in the GST. Using these graded passages, the test administrator must find the student's independent, instructional and frustration levels. Awareness of a student's reading levels can help the teacher to identify materials that are suitable for developing the learner's reading skills.



Republic of the Philippines  
CARAGA Region XIII  
Division of Agusan del Sur



**TRENTO NATIONAL HIGH SCHOOL**  
Trento, Agusan del Sur

### GROUP SCREENING TEST IN READING

Name: \_\_\_\_\_ Grade & Section: \_\_\_\_\_

Score: \_\_\_\_\_ Equivalent Graded Passage: \_\_\_\_\_

**Directions:** Read each selection silently. Then read the questions that follow and write the letter of the correct answer in the answer sheet.

Selection A

#### Telling Time

Humans have used different objects to tell time. In the beginning, they used an hourglass. This is a cylindrical glass with a narrow center which allows sand to flow from its upper to its lower portion. Once all the sand has trickled to the lower portion, one knows that an hour has passed. Using the same idea, water clocks were constructed to measure time by having water having water flow through a narrow passage from one container to another. On the other hand, sundials allowed people to estimate an hour by looking at the position of the shadow cast by the sun on a plate. At night, people measured time by checking the alignment of the stars in the sky. None of these were accurate, though. The clock was the first accurate instrument for telling time. 134 words

Reference: Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)



1. Which of the following ways of telling time made use of sand? (Literal)
  - a. water clocks
  - b. hourglass
  - c. sundial
  - d. clock
2. None of the clocks used long ago were accurate. Accurate in the sentence means (Inferential)
  - a. free from error
  - b. comparable
  - c. very useful
  - d. efficient
3. When men of long ago told time at night, they looked at the \_\_\_\_\_ to tell time. (Literal)
  - a. a cloud formation
  - b. moon
  - c. stars
  - d. sun
4. The sundials may not be useful in telling time \_\_\_\_\_. (Inferential)
  - a. at noontime
  - b. during a rainy day
  - c. in the morning
  - d. when the sun shines brightly
5. How are the hourglass and the water clock similar? (Inferential)
  - a. Both tell time by the hour
  - b. both use water to tell time
  - c. both are used only in daytime
  - d. both have a narrow center through which something flows
6. The best title of the selection is \_\_\_\_\_. (Critical)
  - a. the uses of clocks
  - b. why people need to tell time
  - c. ways of telling time: then and now
  - d. comparing the different types of clocks
7. Which of these sentences is a topic sentence? (Critical)
  - a. The invention of the clock 600 years ago was the first accurate measurement of time
  - b. Hourglass contained sand that fell through one container to another.
  - c. Long ago people used simple tools such as the hourglass.
  - d. Humans have used different object to tell the time.

#### Selection B

#### Counting the Hours

When men decided to divide the day into twenty-four hours, they used numbers one through twelve two times. As a result, there was one o'clock during the day and another one o'clock after midnight. This created confusion. If one was told to submit a project at six o'clock in the morning or at night? The Romans provided a solution to this problem. They thought that noon time, the time when the sun is at its apex, is an important time. They called noon Meridies and measured time by this. They called the morning ante meridiem, which means "before noon" while "after noon" was called post meridiem. Ante meridiem was shortened to A.M. while post meridiem was shortened to P.M.

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

8. When the day was divided into twenty-four hours, what numbers were used to express time? (Literal)
  - a. one to six
  - b. one to thirty-six
  - c. one to twelve
  - d. one to twenty-four
9. Having the number to express time twice cause confusion. In this selection confusion may mean \_\_\_\_\_. (Inferential)
  - a. differences
  - b. discussions
  - c. problems
  - d. mistakes
10. The Romans thought of a solution. This means that they provided \_\_\_\_\_. (Inferential)
  - a. the answer to the problem
  - b. a better interpretation
  - c. a new set of numbers
  - d. another clock
11. Meridies means \_\_\_\_\_. (Literal)
  - a. apex
  - b. noon
  - c. before
  - d. daylight
12. The early Romans used the position of the sun to tell the time. When the sun was its apex, it was noon. What does apex mean?
  - a. a highest point
  - b. lowest point
  - c. farthest point
  - d. nearest point
13. Another good title for this selection is \_\_\_\_\_. (Critical)
  - a. Why there are Twenty-Four Hours in a Day
  - b. Why Noontime is Important to Romans
  - c. How the Romans Told Time
  - d. The Meaning of A.M. and P.M.

## Selection C

**Nosebleeds**

Having a nosebleed is a common occurrence. Children epistaxis when blood flows out from either or both nostrils, often for a short period of time. It may be caused by one's behavior like frequent nose picking or blowing too hard when one has a cold. It may also be caused by certain physical factors such as an allergy or abnormal growths in the nasal cavity. Or it may be due to environmental conditions such as exposure to toxic fumes or dryness of the air. While it is often thought that holding one's head back can treat a nosebleed, this can actually cause one to choke or vomit. The best thing to do is to lean forward, pinch the top of the nose and apply a cold compress. And if that doesn't work, it's best to get professional help.

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

14. When children experience epistaxis, we can observe that there is \_\_\_\_\_. (Literal)
- a steady flow of nasal discharge.
  - build-up of mucus in our nasal cavity
  - blood flow from the nasal passage.
  - blood stoppage in the nostrils
15. When an experience is described as a common occurrence, it is \_\_\_\_\_. (Inferential)
- an incident that is disappointing.
  - an event that is no longer surprising
  - an episode that is quite alarming.
  - an occasion that is alarming
16. Which of these options help treat a nosebleed? (Literal)
- applying cold compress on the nose
  - pinching the nostrils shut
  - holding the head back to keep the blood from flowing
  - applying a warm compress on the nose
17. Which of these causes of a nosebleed are within our control? (Inferential)
- allergies.
  - dryness in the air
  - picking one's nose.
  - abnormal growth in the nasal cavity
18. Which of these factors that cause nosebleeds are directly within our control? (Inferential)
- physical factors.
  - behavioral factors
  - environmental factors.
  - social factors
19. This selection is mainly providing \_\_\_\_\_. (Critical)
- a description of a nosebleed.
  - the causes and effects of a nosebleed.
  - an explanation on what to do when one has a nosebleed.
  - a listing of the myths regarding treatment of a nosebleed.
20. Another good title for this selection is \_\_\_\_\_. (Critical)
- Nosebleeds: A Cause for Concern
  - Nosebleeds: An Unavoidable Experience
  - Nosebleeds: A Common Childhood Experience
  - Nosebleeds: Common Myths and Misconceptions

**Grade 7 Passage****Dark Chocolate**

Dark Chocolate finds its way into the best ice creams, biscuits and cakes. Although eating chocolate usually comes with a warning that it is fattening, it is also believed by some to have magical and medicinal effects. In fact, cacao trees are sometimes called *Theobroma cacao* which means "food of the gods".

Dark chocolate has been found out to be helpful in small quantities. One of its benefits is that it has some of the most important minerals and vitamins that people need. It has antioxidants that help protect the heart. Another important benefit is that the fat content of chocolate does not raise the level of cholesterol in the bloodstream. A third benefit is that it helps address respiratory problems. Also, it has been found out to help ease the coughs and respiratory concerns. Finally, chocolate increases serotonin levels in the brain. This is what gives us a feeling of well-being.

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

1. Why does chocolate called Theobroma cacao? It is considered to be \_\_\_\_\_.
  - a. fattening food
  - b. magical tree
  - c. medicinal candy
  - d. food of the gods
2. Which statement is true?
  - a. All chocolates have medicinal properties.
  - b. In small doses, dark chocolate is fattening.
  - c. Dark chocolates has minerals and vitamins.
  - d. Chocolate raises the level of cholesterol.
3. What is found in dark chocolate that will help encourage its computation?
  - a. antioxidants
  - b. sugar
  - c. fats
  - d. milk
4. After we eat chocolate, which of these is responsible for making us feel good?
  - a. cacao
  - b. theobromo
  - c. serotonin
  - d. antioxidants
5. If a person coughs and is asked to have some chocolate, why would this be a good advice?
  - a. Dark chocolates help respiratory problems.
  - b. Dark chocolate helps circulation.
  - c. Dark chocolate does not raise the level of cholesterol.
  - d. Dark chocolate has vitamins and minerals.
6. Which of the following body systems does not directly benefit from the consumption of dark chocolate?
  - a. Circulatory system
  - b. Excretory System
  - c. Respiratory System
  - d. Nervous System
7. Which important fact shows that dark chocolate may be safe for the heart?
  - a. It may cause coughs.
  - b. It helps address respiratory problems.
  - c. It does not raise the level of cholesterol.
  - d. In small quantities, dark chocolate has been said to be medicinal.
8. What does "address" mean in the second paragraph?
  - a. to locate
  - b. to identify
  - c. to deal with
  - d. to recognize

### Grade 6 Passage

#### Yawning

What makes us yawn? Yawning is something that we cannot control. Even in the mother's womb, eleven-week-old babies have been observed to yawn. But why do we do it? One popular explanation for yawning is that a person may be tired or bored. Although many believe this to be true, it cannot explain why athletes yawn before an event or why dogs yawn before an attack.

It is said that yawning is caused by a lack of oxygen and excess carbon dioxide. A good example of this is when we yawn in groups. We yawn because we are competing for air. Others even believe that we yawn to cool our brains off. Cool brains allow us to think more clearly so yawning is said to help us become more alert.

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

1. What is a fact about yawning?
  - a. It is something we cannot control.
  - b. It is something only humans do.
  - c. It is a result of boredom.
  - d. It happens after birth.
2. Which of the following might make us yawn?
  - a. reading a book
  - b. being around plants
  - c. being in a crowded room
  - d. being in a small air-conditioned car
3. What does the word "involuntary" mean?
  - a. expected
  - b. unexpected
  - c. within control
  - d. uncontrollable
4. Which of the following may be a benefit of yawning?
  - a. It warns us of possible attacks by dogs.
  - b. It provides us the carbon dioxide we need.
  - c. It cools our brains.
  - d. It balances the amount of oxygen and carbon dioxide.

5. According to the selection, what is most likely to happen after we yawn?
  - a. We will become more alert.c. We will be less sleepy.
  - b. We will be less tired.d. We will be calmer.
6. In the selection, how is the word 'compete' used in the phrase "competing for air?"
  - a. struggling to take in some air.c. battling it out for oxygen
  - b. arguing about breathingd. racing to breathe more air
7. Which of the following shows evidence that "yawning" is "competing for air?"
  - a. The passengers in an elevator yawned.
  - b. Several people yawned while picnicking at an open field.
  - c. Two people yawned inside a room with air-conditioning.
  - d. Three students yawned in a big empty room.
8. Which of the following is the best response when we see a person/animal yawn?
  - a. Have the person eat a food item that is a good source of energy.
  - b. Change the topic of conversation to a more interesting one.
  - c. Turn on an electric fan or source of ventilation.
  - d. Run away to avoid being attacked.

### Grade 5 Passage

#### Frog's Lunch

One day, a frog sat on a lily pad, still as a rock.

A fish swam by.

"Hello, Mr. Frog! What are you waiting for?"

"I am waiting for my lunch," said the frog.

"Oh, good luck!" said the fish and swam away.

Then, a duck waddled by.

"Hello, Mr. Frog! What are you waiting for?"

"I am waiting for my lunch," said the frog.

"Oh, good luck!" said the duck and waddled away.

Then, a bug came buzzing by.

"Hello, Mr. Frog! What are you doing?" asked the bug.

"I'm having my lunch! Slurp!" said the frog.

Mr. Frog smiled.

**Reference:** Adapted from Phil-IRI Manual 2018Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

1. Who is the main character in the story?
  - a. the bugb. the duckc. the fish d. the frog
2. What was he doing?
  - a. resting on a lily padc. hunting for his food
  - b. chatting with the bugd. waiting for the rain
3. In what way was he able to get his lunch?
  - a. He was able to fool the fish.c. He was able to fool the rock
  - b. He was able to fool the duck.d. He was able to fool the bug.
4. Why should a frog be "still as a rock?"
  - a. So that he will not scare the other animals.
  - b. So that he can catch his lunch.
  - c. So that the other animals will think he is friendly.
  - d. So that the fish will say nice things about him.
5. Which of these words describe the duck?
  - a. patientb. eagerc. curiousd. careful
6. Which of these words describe Mr. Frog?
  - a. patientb. eagerc. curiousd. careful

7. Which of these characteristics would have helped the bug?

- a. being patientc. being curious
- b. being eagerd. being careful

#### Grade 4 Passage

##### Get Up, Jacky!

“Ring! Ring!” rang the clock.  
But Jacky did not get up.  
“Wake up, Jacky! Time for school,” Yelled Mom.  
And yet Jacky did not get up.  
“Beep! Beep!” honked the horn of the bus.  
Jacky still laid snug on the bed.  
Suddenly, a rooster crowed out loud and sat on the window sill.  
Jacky got up and said with cheer,  
“I will get up now. I will!”

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

1. Who is the main character of the story?

- a. Jacky
- b. Jicky
- c. Jacky

2. Why did the main character need to wake up early?

- a. to get to school on time
- b. to get to work on time
- c. to get to bed on time

3. What woke the character up?

- a. the ringing of the alarm clock
- b. the crowing of the rooster
- c. Mom’s yelling

4. What did the character think as he/she “laid snug” on the bed?

- a. “I don’t want to get up yet.”
- b. “I don’t want to be late today.”
- c. I want to be extra early today.”

5. What does it mean to say something “with cheer”?

- a. We say it sadly.
- b. We say it happily.
- c. We say it with fear.

6. Which of these statements fits the story?

- a. Jacky liked being woken up by the clock.
- b. Jack liked being woken up by a bus horn.
- c. Jacky liked being woken up by a rooster.

#### Grade 3 Passage

##### Summer Fun

“Let’s have some fun this summer,” says Leo.  
“Let’s swim in the river,” says Lina.  
“Let’s get some star apples from the tree,” says Leo.  
“Let’s pick flowers,” says Lina.  
“That is so much fun!” says Mama.  
“But can you help me dust the shelves too?”  
“Yes, we can Mama, they say.  
“Helping can be fun too!”

1. Who were talking to each other?
  - a. Lita and Lito
  - b. Lina and Lino
  - c. Lina and Leo
2. What were they talking about?
  - a. what to do during the summer
  - b. what to have during the summer
  - c. what to wear during the summer
3. The children in the story could be \_\_\_\_\_.
  - a. brother and sister
  - b. neighbors
  - c. cousins
4. Which of these will they do if they are hungry?
  - a. pick flowers
  - b. pick guavas
  - c. go swimming
5. Doing something "fun" means \_\_\_\_\_.
  - a. doing something in the summer
  - b. doing something in the house
  - c. doing something that we like
6. Which these is the best example of being helpful?
  - a. picking flowers
  - b. cleaning up
  - c. swimming

### Grade 2

#### Pam's Cat

Pam has a cat.  
It is on the bed.  
It can nap. It can sit.  
"Oh no!" says Pam.  
"The cat fell off the bed!"  
Is the cat sad?  
No. It is on the mat.

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

1. Who has a pet?
  - a. Pat
  - b. Pam
  - c. Paz
2. What is her pet?
  - a. dog
  - b. pig
  - c. cat
3. Why did Pam say "Oh no!"?
  - a. She was mad.
  - b. She was happy.
  - c. She was worried.
4. Why did she feel this way?
  - a. Her cat can do tricks.
  - b. Her cat made a mess.
  - c. Her cat might be hurt.

5. How do we know that the cat is ok?

- a. It is on the bed.
- b. It is on the mat.
- c. It has a rat.

### **Reading Selection for Grade 7**

**Note:** Grade 7 students who got 13-20 scores in the GST, and are identified as independent readers will still be included in this pre-oral reading test.

#### **Galileo, The Scientist**

Galileo was different even as a boy. He invented toys that moved. At young age, Galileo liked Science books written by Aristotle. In one of his books Aristotle said, Heavy objects fall faster than the lighter objects.”

Galileo disproved Aristotle’s theory. He tested the theory proved it was wrong and discovered that objects fell at the same rate of speed.

During Galileo’s time, sun was believed to travel around the earth. To prove the belief, he invented a “spyglass” and called it “telescope.”

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

### **Questions**

#### **Literal**

1. What did Galileo enjoy doing as a child?
2. What was Galileo’s mentioned invention?
3. What theory of Aristotle did Galileo disproved?

#### **Interpretive:**

4. What were Galileo’s contributions to Science?
5. How would you describe Galileo?

#### **Applied:**

6. If you were Galileo, what would you invent? Why?
7. If you were Galileo, how would you react if you have proved that a theory was wrong, but no one believed in you?

### **b. Pre-Oral Reading Test for Grades 8, 9, and 10**

The grades 8, 9, and 10 students will use the graded passages for the pre-oral reading test which are presented below. When administering the graded passages and selections, both the teacher and the student need to have a copy of the passage to be read by the student. While the student is reading a passage orally, the teacher records every miscue committed. The students who belong to the frustration reading level will become the student-recipients of the RPro.

### **Reading Selection for Grade 8**

#### **The Black Widow**

We all jump when we see a spider nearby, even though most spiders are perfectly harmless. Still, no matter how you like spiders, or find them interesting, take a good look before you reach out to help one return to its home outside. Is it black? If it is, it may be a black widow – the most dangerous spider in North America.

Chances are you will only meet a black widow if you got a dark corner of your attic or garage. These spiders are only awake at night and they prefer dark places. Be careful! A shoe that is left in a garage at night can become the perfect home for a black widow.

A black widow’s bite injects poison into your body. This poison causes terrible pain in the person bitten, sometimes for days, or over weeks. Their bite can ever be deadly to animals and small children! Fortunately, the only time this spider will bite is in self-defense. For that reason, you need to be especially careful in places like storerooms. Always look carefully before you stick hand or foot into boxes or dark areas.

Most black widows live in the southern part of United States, but they have been found in most of the states, as well as in Canada and Mexico. Just to be safe, keep your eyes open for shiny black spider’s living in messy-looking webs, and keep your hands and feet out of dark places.

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

## Questions

- (Knowledge)1. What is the dangerous spider in North America?  
(Application)2. Give at least two homes of black widow.  
(Analysis)3. Why is black widow's bite deadly to animals and small children?  
4. Why does spider bite?  
(Synthesis) 5. How do we get away from spider's bite?

## Reading Selection for Grade 9

### Let There Be No Grudges

This story is about a young boy who got into a fight with his elder brother. Enoch is his name and his elder brother would always pick on him to the extent of making him angry and feeling bitter later.

One morning they were at it again. They fought hard and exchange blows with each other. Somewhat outmatched because Enoch was wanting in size and height, he took quite a beating. His pride and ego suffered the most. The whole incident left him bitter against his elder brother. As a matter of fact, he refused to neither talk nor look at his brother. He was grinding his teeth with anger for not being able to put up a square fight.

Bedtime came. Their mother wanted to pacify them and told them to make up as soon as possible. Enoch was still grumbling, but his eyes were focused towards the elder brother's direction. Then the mother spoke to the younger one. "Don't you think that you should forgive your brother before you go to bed?" Remember what the bible says, "Don't let the sun go down on your wrath."

The younger son looked toward his mother with perplexity. He thought for few seconds and then he said, "Mother how can I keep the sun from going down?" The boy's question revealed that he had no intention of his grudge.

So the mother explained to her younger son and made him understand what life would be when people hold grudges against each other. It is true that there are people with unforgiving attitude and true, too, that we cannot change another person's heart.

She further explained that we cannot keep the sun from going down. But we can keep it from setting in our anger. And that means we must forgive.

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

### Directions: Pick out the letter of the best word or words that will complete each statement.

- The story tells a fight between
  - two brothers
  - two cousins
  - two friends
  - twins
- The fight usually starts from the
  - cheerful one
  - more intelligent
  - younger one
  - elder one
- One morning, they fought hard and Enoch
  - got more beatings
  - was helped by his friend
  - outdid his opponent
  - ran as fast as he could
- Anger filled the heart of
  - the elder one
  - the more intelligent one
  - the younger one
  - running away
- The bible tells us not to let the sun set on a
  - dream
  - merry making
  - work
  - Quarrel
- The one who was hurt has no intention of
  - forgiving his opponent
  - eating that evening
  - sleeping the evening
  - running away
- When people hold grudges against each other, life would be
  - short
  - simple
  - happy
  - miserable
- An unforgiving attitude
  - is good
  - is bad
  - is praise worthy
  - show determination
- We keep the sun from setting on anger by
  - crying
  - talking about
  - cursing
  - forgiving



10. This selection teaches us to

- a. pick a square fightc. forgiving those who has wronged us
- b. run away from an opponentd. adopt the saying “a tooth for a tooth”

### Reading Selection for Grade 10

#### It is not ‘Why’ But ‘What’

When any misfortune or ill luck comes our way, we often ask, “why me, God?” Why should this happen to me?” then when we examine ourselves as to whether we are right in professing our faith. Would it be better to ask, what can I learn from this? What is God teaching me?

The story was told by a missionary in China many, many years ago about a woman who boarded a train with her in Europe. The first thing the missionary noticed was her radiant face so sweet that trouble seemed so far from existence. They talked of anything under the sun, and her face would brighten up when mission and religious work was discussed. Obviously, she had not experienced trying circumstances.

As the train speed off and their talked turned to intimate conversation, the missionary observed that the woman’s right hand was missing and in its place was a steel hook. As their talk continued, the missionary learned that this lady friend has been sent home to die. So she returned to her native country Sweden, bought a farm and worked daily.

One day while she was working on the threshing machine her right hand was cut. It was big blow, a great misfortune in her life, but she accepted it as one of life’s trial. She continued: When my hand was cut off, I immediately looked up and said, “Lord, what do you really want me to do now that my right hand is gone? What work? I am not asking why but what?”

What a brave woman! She deserves all the praises this world possesses with her unflinching courage. Her strength of character is really commendable. God used her to turn her farm into a home for the aged, the sick and feeble. She is still there bringing blessing to the unfortunate.

How many adverse circumstances come into your life? Our nature is to question God’s designs and workings. He just wants you to show the genuineness of your faith and the adequacy of His grace. So stop asking why, God will show you what.

**Reference:** Adapted from Phil-IRI Manual 2018Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

**Directions: Write the letter of the correct words/clauses that complete each of the following sentences.**

1. This is a story of a woman who had been a \_\_\_\_\_.  
a. a teacherb. social workerc. missionaryd. secretary
2. She is from \_\_\_\_\_.  
a. Denmarkb. Swedenc. Hollandd. America
3. When misfortune strikes, one often says, \_\_\_\_\_.  
a. “Oh my God!”c. “God what have you done?”  
b. “Why me God?”d. “God, please help me.”
4. This story is told by a missionary to \_\_\_\_\_.  
a. Russiab. Malaysiac. Chinad. India
5. Because she contacted a lung disease, she returned to her country and worked every day in a \_\_\_\_\_.  
a. factoryb. home for childrenc. religious housed. farm
6. A threshing machine cut her \_\_\_\_\_.  
a. right legb. right handc. left handd. left leg
7. Usually it is the word why asked if one is unfortunate. To the woman it was \_\_\_\_\_.  
a. Where?b. Who?c. What?d. How?
8. When missionary or religious work was mentioned, the woman’s face would \_\_\_\_\_.  
a. get tenseb. sober downc. brighten upd. become sad
9. In spite of the misfortunes that befell her, she is a \_\_\_\_\_.  
a. strong, young, and healthy childc. aged, sick, and weak  
b. simple, hardworking, and industriousd. noble, honest, and independent

**C. Marking and Scoring the Miscues**

The guide in marking and scoring the miscues is shown in Table 4.2.

**Table 4.2 Marking the Oral Reading Miscues**

Types of Miscues	Marking the Miscue	Example
<b>Omission</b>	Circle the omitted unit of a language	The story <u>was</u> told
<b>Mispronounced Words</b>	Underline the text and write the phonetic spelling above it	if you <u>got</u> a dark corner <i>gut</i>
<b>Words Pronounced after 5 seconds</b>	Underline the word read after 5 seconds	Aristotle's <u>theory</u>
<b>Added Words</b>	Use a caret to show where the word/s was inserted and write the word above the caret	observed to <sup>be</sup> yawn
<b>Substitution</b>	Underline the text and write the substituted word above it	is to <u>lean</u> forward <i>learn</i>
<b>Repetition</b>	Underline twice the portion of the text that was repeated	Let's <u>pick</u> flowers
<b>Ignore Punctuation</b>	Encircle the punctuation ignored	Is it black <u>?</u> If it is, it may be a black widow.
<b>Hesitation</b>	Write a slash (/) before the word where pause or hesitation happen	show the /genuineness of your faith
<b>Reversals</b>	Write the reversed word above the correct word	<i>edler</i> the elder brother

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

**D. Computing the Student's Reading Recognition Score**

The computation of the oral reading score involves counting the number of miscues during oral reading. Each miscue carries equal weight, regardless of whether it affects the meaning of the passage or not.

$$\text{Oral Reading Score: } \frac{\text{number of words} - \text{number of miscues}}{\text{Number of words}} \times 100$$

Example: John's Performance in Oral Reading  
No. of words in the passage: 65  
No. of miscues: 15

$$65 - 15 = \frac{50}{60} \times 100 = 76.9\%$$

John's rating in oral reading is 76.9%

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

**E. Computing the Student's Reading Comprehension**

After the student has read the passage, the teacher reads the comprehension questions and records the student's responses in the Form 2A/2B.

$$C = \frac{\text{No. of correct answers}}{\text{No. of questions}} \times 100 = \% \text{ of comprehension}$$

No. of correct answers: 4

Total no. of questions: 7

$$4/7 = 57$$

John's comprehension: 57%

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

**Table 4.3 Table of Percentage for Comprehension Scores**

No. of items	Score in Comprehension	%	No. of items	Score in Comprehension	%
5	5	100	6	6	100
	4	80		5	83
	3	60		4	67
	2	40		3	50
	1	20		2	33
				1	17
7	7	100	8	8	100
	6	86		7	88
	5	71		6	75
	4	57		5	63
	3	43		4	50
	2	29		3	38
	1	14		2	25
				1	13

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

**F. Analysis and Interpretation of Word Recognition and Comprehension Level**

The oral reading test uses predetermined set of criteria in identifying the reading level of each student for each passage. These criteria include the percentage of word recognition accuracy and the percentage of correct answers to comprehension questions (adapted from PHIL-IRI, 2018).

**Table 4.4 Oral Reading Profile**

Oral Reading Level	Word Recognition Score (in %)	Word Comprehension Score (in %)
<b>Independent</b>	97-100%	80-100%
<b>Instructional</b>	90-96%	59-79%
<b>Frustration</b>	89% and below	58% and below

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

The learner's word reading score and comprehension score should be taken together to determine a comprehensive reading profile for that passage. A description of the student's reading profile in word reading and comprehension per passage is presented in Table 4.5

**Table 4.5 Student's Reading Profile**

Word Recognition	Word Comprehension	Student's Reading Level
<b>Independent</b>	Independent	Independent
<b>Independent</b>	Instructional	Instructional
<b>Instructional</b>	Independent	Instructional
<b>Instructional</b>	Frustration	Frustration
<b>Frustration</b>	Instructional	Frustration
<b>Frustration</b>	Frustration	Frustration

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

It is important to identify the frustration level so that we are aware of the kind of material that the student is not yet ready for. Thus, Junior High School students who belong to the frustration reading level will become the student-recipients of the Reading Intervention Program.

### G. Answer Key

#### Screening Test for Grade 7

- |       |       |
|-------|-------|
| 1. B  | 11. B |
| 2. A  | 12. A |
| 3. C  | 13. C |
| 4. C  | 14. B |
| 5. D  | 15. C |
| 6. C  | 16. A |
| 7. A  | 17. B |
| 8. B  | 18. C |
| 9. C  | 19. A |
| 10. A | 20. C |

#### Graded Passages Pre-Test

##### Pam's Cat (Grade 2)

- B
- C
- C
- C
- B

##### Summer Fun (Grade 3)

- C
- A
- A
- B
- C
- B

##### Get up, Jacky! (Grade 4)

- C
- A
- B
- A
- B
- C

##### Frog's Lunch Yawning Dark Chocolate

##### (Grade 5)

- D
- C
- D
- B
- C
- A
- D

##### (Grade 6)

- A
- B
- D
- C
- A
- A
- A
- C

##### (Grade 7)

- D
- C
- A
- C
- A
- C
- C
- B

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

**H. Reading Profile Forms**

**i. Form 1 – Posttest Consolidated Report**



**Republic of the Philippines**  
**CARAGA Region XIII**  
**Division of Agusan del Sur**



**TRENTO NATIONAL HIGH SCHOOL**

**Trento, Agusan del Sur**

No.	Name	Grade	Enrolment	Students Tested	READING LEVEL			
					Frustration	Instructional	Independent	Non-Reader
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
<b>Total</b>								

Prepared by: \_\_\_\_\_

Subject –Teacher

Noted: \_\_\_\_\_

Reading Coordinator

Approved: \_\_\_\_\_

School Principal

ii. Form 2 – Posttest Consolidated Report



Republic of the Philippines  
 CARAGA Region XIII  
 Division of Agusan del Sur



**TRENTO NATIONAL HIGH SCHOOL**

Trento, Agusan del Sur

No.	Names	No. of Enrolment	No. of Students Tested	Group Screening Test Scores		Word Reading			Comprehension			Non-Reader
				>14	<14	Ind	Ins	Frus	Ind	Ins	Frus	
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												
<b>TOTAL</b>												

Prepared by:

\_\_\_\_\_ Subject –Teacher

Noted: \_\_\_\_\_

Reading Coordinator

Approved: \_\_\_\_\_

School Principal

iii. Form 3 – Pre-test Consolidated Report



Republic of the Philippines  
 CARAGA Region XIII  
 Division of Agusan del Sur



**TRENTO NATIONAL HIGH SCHOOL**

Trento, Agusan del Sur

No.	NAMES	Enrollment	Students Tested	TYPES OF MISCUES (Number of students who committed miscues while reading)							
				Mispronunciation	Omission	Substitution	Insertion	Repetition	Transposition	Reversal	Self-Correction
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											
21											
22											
23											
24											
25											
<b>Total</b>											

Prepared by:

\_\_\_\_\_ Subject –Teacher

Noted: \_\_\_\_\_

Reading Coordinator

Approved: \_\_\_\_\_

School Principal

iv. Form 4 – Pre-test Consolidated Report



Republic of the Philippines  
 CARAGA Region XIII  
 Division of Agusan del Sur



**TRENTO NATIONAL HIGH SCHOOL**

Trento, Agusan del Sur

No.	School	Enrolment	Students Tested	BEHAVIORS WHILE READING (Number of pupils who manifested behaviors while Reading)							
				Does Word by-word Reading	Lack of expression; monotonous tone	Voice is hardly audible	Disregards punctuation	Point to each word with his/her finger	Employs little or no method of analysis	Other observations	No manifestation of any notable behaviors while reading
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
<b>Total</b>											

Prepared by:

\_\_\_\_\_ Subject –Teacher

Noted: \_\_\_\_\_

Reading Coordinator

Approved: \_\_\_\_\_

School Principal



v. Form 5 – Consolidated Report on the Conduct of the RIPro



Republic of the Philippines  
 CARAGA Region XIII  
 Division of Agusan del Sur



**TRENTO NATIONAL HIGH SCHOOL**

Trento, Agusan del Sur

Challenges	Issues and Concerns	Gaps	Problems	Action Taken by School	Action Taken by Division	Recommendations

Prepared by:

\_\_\_\_\_

Subject –Teacher

Noted: \_\_\_\_\_

Reading Coordinator

Approved: \_\_\_\_\_

School Principal

vi. Form 6 – Monitoring and Evaluation Tool for the Implementation of the RIPro



Republic of the Philippines  
 CARAGA Region XIII  
 Division of Agusan del Sur



**TRENTO NATIONAL HIGH SCHOOL**

Trento, Agusan del Sur

No.	Indicator	Yes	No
<b>IMPLEMENTATION</b>			
1	Adherence to the RIPro Schedule		
2	Type of Assessment conducted		
	Oral Reading Test		
	Silent Reading Test		
	Listening Comprehension Test		
3	Initial Screening Using the Phil-IRI Group Screening Test (GST)		
4	Administration of the Phil-IRI Graded Passages (Pre-Test)		
5	Provision of Specialized Instruction/Intervention		
6	Administration of the Phil-IRI Graded Passages (Post-Test)		

	<b>MATERIALS</b>		
7	RIPro Manual for Administration		
8	Dalimagsag Worktext		
9	Group Screening Test Forms		
10	Group Screening Test Materials		
11	Group Screening Test Answer Sheets		
12	Graded Passages with Comprehension Question		
13	Recorder		
14	Timer		
	<b>RECORDS</b>		
16	Class List		
17	School Reading Profile (Last 3 years)		
18	Group Screening Test Class Reading Record (CRR)		
19	Form B- Grade Level Passage Rating Sheet		
20	List of Reading Behaviors		
21	Form 4- Individual Summary Record		
22	Summary of the Group Screening Test Class Reading Record (CRR)		
23	Reading Teacher Profile		
24	Pretest/Post Test Report		
25	Intervention Design/Plan		

No.	Indicator	Yes	No
	<b>ROOMS</b>		
26	Area conducive for testing (i.e. well-ventilated, well-lit and free from distractions)		
27	Room arrangement and set-up		
	<b>ENGLISH/READING TEACHERS</b>		
28	Plan activities according to the reading level of the student(s).		
29	Plan a tentative, weekly plan, where there is a balance of activities to be done		
30	Continuously diagnose and adjust instruction based on present performance.		
31	Keep records in organized manner		
32	Submit result to the principal on time		
33	Analyze result		
34	Quality Submission of Reports		
	<b>SCHOOL HEAD</b>		
35	Orient Reading Facilitators		
36	Monitoring and Evaluation Plan		
37	Monitoring and Evaluation Result		
38	Quality Submission of outputs to Schools Division Office		
39	Provide technical assistance to the Reading Teacher		
40	Sustainability of the RIPro		

**Reference:** Adapted from Phil-IRI Manual 2018 Retrieved from [http://www.depedbataan.com/resources/130/phil-iri\\_full\\_package\\_v1.pdf](http://www.depedbataan.com/resources/130/phil-iri_full_package_v1.pdf)

vii. Form 7 – Consolidated Report on the Reading Intervention Activities



Republic of the Philippines  
 CARAGA Region XIII  
 Division of Agusan del Sur



**TRENTO NATIONAL HIGH SCHOOL**  
 Trento, Agusan del Sur

	DIVISION	Number of Non Readers before the intervention	Focused Intervention used	Number of non-readers after the intervention	Variance
Total					

**B. PROFILE OF FRUSTRATION READERS**

*Grade Level:*

	DIVISION	Number of Frustration Readers before the intervention	Focused Intervention used	Number of Frustration readers after the intervention	Variance
Total					

**C. PROFILE OF INSTRUCTIONAL READERS**

*Grade Level:*

	DIVISION	Number of Instructional Readers before the intervention	Focused Intervention used	Number of Instructional Readers after the intervention	Variance
Total					

Prepared by:

\_\_\_\_\_ Subject –Teacher

Noted: \_\_\_\_\_

Reading Coordinator

Approved: \_\_\_\_\_

School Principal

viii. *Observation checklist*

**INSTRUCTIONS FOR OBSERVERS: HOW TO USE THE INSTRUMENT**

Step 1: Before observing, review the checklist of instructional categories, observable behaviors and reading classroom conditions. Discuss with program personnel to verify you understand each item and how to record information about it.

Step 2: Obtain a copy of the lesson plan or teacher’s guide provided by the program.

Step 3: Closely watch what is taking place in the classroom. After you feel comfortable, start recording information about the items in the checklist. Check “yes” if the behavior is observed at least once in the observation; check “no” if the behavior is not observed.

Step 4: After observing the lesson and interactions between teachers and children, look around the classroom and record information about items in the instrument related to the physical environment.

Instructional Categories and Observable Behaviors	Yes	No
<b>Lesson Structure, Content, and Facilitation</b>		
1. Teacher is fully prepared for the day's lesson, as indicated in the teacher's guide (e.g., ALL materials are prepared)		
2. Teacher follows teacher's guide for modeling specific literacy skill or activity (e.g., "I do"/modeling of reading, writing, speaking or listening).		
3. Teacher follows teacher's guide for modeling literacy skill or activity while students actively participate with the teacher (e.g., "We do"/guided practice of reading, writing, speaking, or listening).		
4. Teacher follows teacher's guide for giving students an opportunity to practice literacy skill or activity independently (e.g., "You do"/independent practice of reading, writing, speaking, or listening).		
5. Teacher uses instructional strategies and literacy practices as described in the teacher's guide		
6. Teacher uses program resources as described in the lesson to model reading skills and support the lesson (e.g., teacher's guide, student books, and other teaching and learning materials, etc.).		
<b>Physical Classroom Environment</b>		
11. Classroom or learning space is physically safe for ALL students (e.g., no visible risks that could cause physical harm).		
12. At least one example of text or print is visible in the learning space (e.g., alphabet strip, pocket chart, a word wall poster, labels, student names, classroom rules, student work, etc.).		
13. A student book provided by the intervention [e.g., primer; insert specific name for program] appears to be available for ALL students.		
14. At least one type of teaching and learning material provided by the intervention is available for student use that is not a student book primer (e.g., supplementary reading books, posters, flash cards, etc.).		

Instructional Categories and Observable Behaviors	Yes	No
<b>Classroom Culture/Supportive Learning Environment</b>		
15. Teacher provides equal opportunities to ALL students to participate (e.g., girls, boys, students with different abilities and needs, students seated in different parts of the classroom).		
16. Teacher interacts with ALL students in a positive and respectful manner throughout the entire lesson.		
<b>Student Engagement</b>		
17. Students practice reading and/or writing (not copying) independently in at least one activity		
18. Students interact and work with peers during at least one activity.		
19. Students use the learning materials provided by the program in at least one activity.		
20. Students seek assistance from teacher when needed (e.g., ask questions)		
<b>Checking for Understanding</b>		
21. Teacher checks student understanding throughout the lesson as indicated in the teacher's guide (e.g., calls on students, walks around the room checking students' work).		
<b>Feedback</b>		
22. Teacher praises ALL students for correct responses and behaviors.		
23. When students perform incorrectly, teacher corrects incorrect responses AND gives student(s) an opportunity to try again.		

**Adapted from:** <https://www.urc-chs.com/sites/default/files/urc-grn-classroom.pdf>

### 5. Organization of the Monitoring and Evaluation Team

The monitoring and evaluation team will conduct quality monitoring visits to maintain management information system of the Reading Intervention Program. The monitoring and evaluation team will be organized by the School Principal together with the Reading Coordinator.

## 6. Conference with the Stakeholders

A stakeholders meeting will be strategically conducted to present the Reading Intervention Program of the school. The school will gain commitment from the school administrators, Local Government Unit (LGU), business organizations, individuals and groups, parents and students who are interested in the program's success. Keeping stakeholders informed is the best way to keep them engaged on the RPro. By involving stakeholders in decision-making the program will gain support financially and morally.

### B. Implementation Phase

The program takes shape during the implementation phase. This phase involves the actual process of teaching reading. Parents and students orientation, Pre-test, and Intervention Activities to Develop Reading are engaged in this stage.

#### 1. Parents and Student-Participants Meeting and Orientation

A parent-teacher orientation is a conference between the parents and reading teachers of students who will participate in the reading intervention program. This is to discuss the students' process of taking part of the Saturday sessions at school to remediate reading problems.

#### 2. Pre-Test

Preliminary reading proficiency test will be administered to determine learners' reading aptitude before taking the RPro. Results of this test will guide the reading teachers in remediating appropriate skills needed by each learner.

#### a. Reading Proficiency Pre-Test adapted from Marcon (2014)

Republic of the Philippines

CARAGA Region XIII

Division of Agusan del Sur

**TRENTO NATIONAL HIGH SCHOOL**

Trento, Agusan del Sur

**Reading Proficiency Pre-Test**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level & Section: \_\_\_\_\_ Score: \_\_\_\_\_

#### I. Using Phonetic Analysis

**Directions: Choose the letter of the word that contains the different vowel sounds among the group indicated by the underlined phonemes.**

1. A. addict      B. math      C. statue      D. car
2. A. freak      B. speak      C. leak      D. break
3. A. look      B. pool      C. school      D. smooth
4. A. private      B. chocolate      C. evaluate      D. mountain
5. A. act      B. ace      C. ant      D. apt

#### II. Using Structural Analysis (Items 6-10)

**Directions: Read each sentence below and write the root of the underlined word in the blank.**

e.g. Happiness is evident on her face. Root word: happy

6. What do you need to do your research?
7. When a governor gives his word, you are sure he will keep it.
8. If you want to criticize the work of the child, do so tactfully.
9. Honesty is the best policy.
10. The children are very helpful in household chores.

#### III. Using Contextual Clues (Items 11-15)

**Directions: Read the paragraph carefully. Choose the meaning of the underlined word through context clues. Write the letter of your choice on the space provided before the number.**

Exercise

If you exercise strenuously for a long period of time, be sure you drink plenty of water before, during, and after exercising. You can determine how much to drink by weighing yourself before you begin exercising. After exercising, drink enough water to regain the weight you may have lost while exercising. It also helps control the heat during a vigorous exercise. If we do not have much water in our body toxic waste may accumulate and poison our body. Dehydration, or excessive loss of water, is dangerous.

- \_\_\_\_\_ 11. If you exercise strenuously for a long period you need to drink water.  
A. fastly B. slowly C. with great efforts D. immediate
- \_\_\_\_\_ 12. Excessive loss of water is dangerous.  
A. moderate B. too much C. fast D. strong
- \_\_\_\_\_ 13-14. If we do not have much water in our body toxic waste may accumulate and poison our body.  
A. poisonous B. much C. bad D. odorous
- \_\_\_\_\_ 14.  
A. decrease B. reduce C. increase D. eliminate
- \_\_\_\_\_ 15. Water also helps control the heat during a vigorous exercise.  
A. performed with physical and mental force C. performed with others  
B. performed gracefully D. performed alone

**IV. Vocabulary Building: Idioms or Figurative Language (16-20)**

**Directions: Study carefully the idiomatic expressions and fill in the blank with the correct idiom.**

**a cat's nap** - a short sleep during the day  
**beer and skittles** - fun and pleasure  
**once in a blue moon** - very rarely  
**give one's right arm** - be willing; prepared to make a great sacrifice  
**blow by blow** - including all details, events, in order

16. Life is not all \_\_\_\_\_.
17. Why don't you take \_\_\_\_\_ if you're tired?
18. Ethel gave me a \_\_\_\_\_ account of the incident.
19. All the contestants would \_\_\_\_\_ to win in the competition.
20. She attends choir practice only \_\_\_\_\_.

**V. Finding the Main Idea and Supporting Details (21-25)**

**Directions: Read the paragraphs below. As you read, think about the main idea of the paragraph and the details that support the main idea. Then answer the questions. Write the letter of your choice on the blanks.**

For item no.21

Yesterday was my birthday. When I woke up, I noticed my brother Josh hung up a big sign that said, "Happy Birthday, Charles!" Mom made spaghetti for dinner. It's my favorite food in the whole world. My friend Dave came over and handed me a wrapped gift. I wondered what it was. It was a new basketball! I had a great day.

- \_\_\_\_\_ 21. What is the main idea of this paragraph?  
 A. Josh got lots of gifts. C. Charles had a great birthday.  
 B. Charles got a lot of gifts. D. Josh had a great birthday

For item no.22

Planting seeds for a vegetable or flower garden is easy. Begin by turning over the soil. Then make a furrow with a hoe or stick. Following the directions in the seed packet, gently shake the seeds into the furrow, and cover them with earth or soil, and firm down the soil with the back of the hoe. Keep the ground moist until the plants appear. Thin or trim the plants as directed, after they got the second set of leaves.

\_\_\_ 22. What is the paragraph all about (main idea)?

- A. How to plant vegetables and flowers in the garden
- B. How to plant seeds for a vegetable and flower garden
- C. How to make a furrow in the garden
- D. How to grow vegetables and flowers in the garden

For item no.23

The rainforest has four main layers. Different plants and animals live in each layer. Some layers get more sunlight than other layers. The names of these layers are the emergent layer, the canopy, the understory, and the forest floor.

\_\_\_ 23. What is the main idea of this passage?

- A. There are four main layers in the rainforest.
- B. We should take care of the rainforest.
- C. Rainforest is important.
- D. We should plant more trees in the forest.

For item no.24-25

Michael believes that doing certain things will bring him good luck. He always carries a rabbit's foot. He looks on the ground for pennies that are heads up. Sometimes, he even wears his clothes inside out. Michael also thinks that avoiding certain things can prevent bad luck. He won't walk under a ladder or open umbrella indoors. And he'd never let a black cat cross his path. Michael's friends laugh at his strange beliefs, but he doesn't care. Michael's superstitions make him feel safe.

\_\_\_ 24. What is something that Michael believes will bring him good luck?

- A. Walking under a ladder
- B. Finding a penny heads up
- C. Laughing a lot
- D. Opening an umbrella indoors

\_\_\_ 25. Which detail tells why Michael always carries a rabbit's foot?

- A. He believes that doing certain things will bring him good luck.
- B. Sometimes, he even wears his clothes inside out.
- C. He won't walk under a ladder or open umbrella indoors.
- D. His friends laugh at his strange beliefs but he doesn't care.

## VI. Classifying and Organizing Facts (25-30)

**Directions:** Read the passage carefully. Then, finish the skeleton outline that you will find at the end of the passage.

One of the more serious problems facing the country today is pollution due to improper handling and disposal of solid wastes. Uncollected garbage is left on the streets, dumped into storm drains, esteros, canals, creeks or rivers. In addition, burning trash is becoming a common sight in the metropolis, adding to the pollution. Garbage from homes, which represent about 50 percent of the total waste generated, constitutes the single largest source of solid wastes. The industrial sector is another source of pollution. Some factories discharge untreated liquid wastes into drains and rivers or dump solid wastes on farmland and other sites. To solve this problem, the DENR has already launched its Environmental Management Program and many cities and towns have signed up.

Skeleton Outline

I. Sources of Pollution

(26) A. \_\_\_\_\_

(27) B. \_\_\_\_\_

(28) C. \_\_\_\_\_

(29) D. \_\_\_\_\_

II. Solution to Pollution Problem

(30) \_\_\_\_\_

**VII. Inferring Meanings and Drawing Conclusions (31-35)**

Directions: Read the passage. Then, answer the questions. Write the letter on the space provided.

A Holy Gospel

A reading from the Holy Gospel reads: Ask, and you shall receive; seek, and you shall find; knock, and the door will be opened to you. Would any of you who are fathers give your son a stone when he asks for bread: Or would you give him a snake when he asks for a fish? As bad you are, you know how to give good things to your children. How much more then will your Father in Heaven give good things to those who ask Him! For everyone who asks will receive; and anyone who seeks will find and the door will be opened to those who knock.

\_\_\_31. The Holy Gospel teaches

- A. asking forgiveness C. contentment and satisfaction  
B. mercy and abundance D. prayer and petition

\_\_\_32. The reading challenges mankind of their

- A. belief and faith in God C. forgiveness to others  
B. obedience to God D. obligation to their neighbor

\_\_\_33. The “father” figure in the selection means

- A. a father who is cruel C. a father who is a good provider  
B. a father who helps D. a father who neglects his duties to his children

\_\_\_34. Except one point, it is implied that even a bad father is:

- A. not looking forward to support his children  
B. looking forward his children as economic asset  
C. looking forward to teach his children  
D. looking forward to provide his children their needs

\_\_\_35. From the reading, we can deduce that our Father in Heaven

- A. gives His children harmful things  
B. gives His children luxurious things  
C. provides His children bountiful blessings  
D. none of the above

**VIII. Following Directions (36-40)**

**Directions: Read the directions carefully and do the instruction as fast as you can.**

36. Rewrite these words on the blanks arranging them in alphabetical order.

Electricity	_____
Voltage	_____
Commutator	_____
Transformer	_____
Ampere	_____



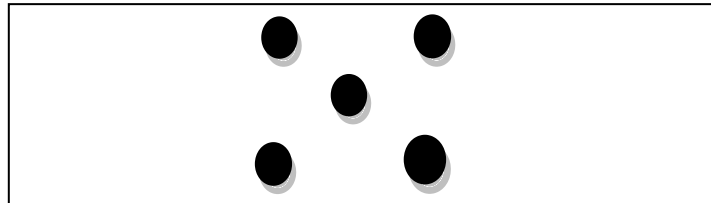
37. Encircle all odd numbers and underline twice the smallest even number in this series.

15    20    16    10    17    25    47    12    80

38. Encircle all odd numbers and underline twice the smallest even number in this series.

39. Write the symbol for multiplication. Opposite it write the symbol for subtraction.

40. Draw a line that will connect the dots to form letter Z.



### IX. Using Parts of a Book

Let Us Review the Parts of the Book

1. Title Page-contains the title of the book and the names of its authors
2. Copyright page-contains the name of the company that published the book and the date of publication
3. Table of Contents-contains the list of topics or titles presented in the book and the pages where these are found
4. Preface/Foreword/Introduction- explains the purpose of the author in writing the book and some special features
5. Text/Body-the main part of the book and contains information
6. Glossary - contains a list of difficult words found in the book with their meanings as used in the book
7. Appendix-contains list of additional topics or information that will help the reader understand some concepts presented in the text
8. Bibliography- contains a list of books and other references used by the author in writing the book
9. Index- contains detailed alphabetical listing of names of important persons and places and the topics found in the book, with their corresponding pages in the book

**Directions: Identify the parts of the book. Write your answers on the blanks provided. (41-45)**

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CONTENTS

*Preface, xi*  
*Acknowledgments, xv*

Unit 1

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**Expanding your Horizon**

**Lesson 1**  
**I Am a Filipino, 2**  
R/L 1. Getting the main idea,5  
L/S 2. Introducing oneself,7  
L/G 3. Identifying nouns,8  
W/S 4. Filling out information sheet, 10

**Lesson 2**  
**I'd Like to Teach the World to Sing**  
L/S 5. Listening and supplying the details,13  
R/L 6. Interpreting lines of a song or poem,14  
W/S 7. Identifying abstract and concrete nouns,17  
W/S 8. Spelling some difficult words,18

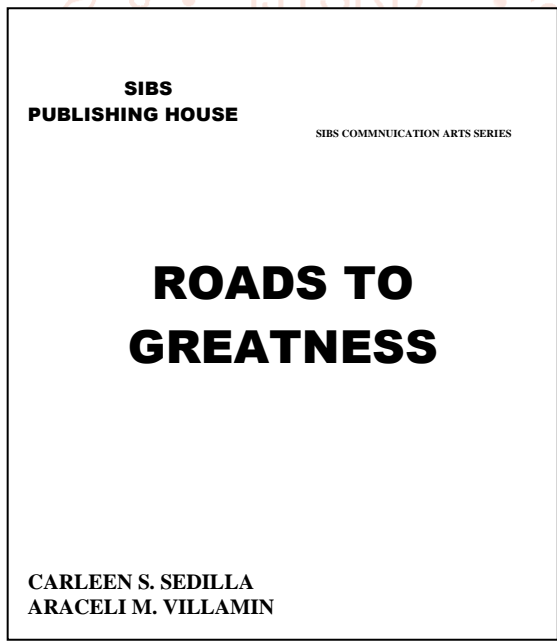
41. \_\_\_\_\_

42. \_\_\_\_\_

**alacrity** promptness in response  
**allergic** having an aversion  
**angelic life** The ideal life, the life that one dream of  
**apotheosis** The perfect example or model  
**aquaculture** The maritime version of agriculture  
**arbiter** A person with power to decide a dispute  
**bale** A large bundle of goods  
**beckon** Summon or signal typically with a wave, inviting  
**bliss** Complete happiness  
**condolence** An expression of sympathy  
**conduit** A pipe or tube used to protect electrical wires and cabinets  
**console** Alleviate one's grief or loss  
**contour** An outline especially or curving or irregular shape  
**defiance** The act of resisting, contending, or fighting  
**disposses** Put out of possession or occupancy dwelling House  
**earthquake** A tremor or vibration of Earth's crust due to faulting  
**effulgent** Shining with radiant splendor  
 321

Abstract nouns, 17  
 Adjectival Phrase, 52  
 167 Adverbs, 116-119  
 Adverbials, 116-119  
 Alliteration, 232-233  
 Alvero, Aurelio, 120  
 Anderson, Christopher, 246  
 Antecedents, 125. 126, 219  
 Arroyo, Dennis M. 256  
 Author Card, 42,43  
 Auxiliary Verbs, 183  
  
 Backer, William M. 12  
 Baja, Emmanuel, 90  
 Bautista, Cirilo F. 302, 303  
 Book, parts 31,32  
 Borrowed words, 307  
  
 Caption, 28  
 Card Catalog, 42,43  
 Cartoon,216  
 Clauses, 210-211  
  
 Common nouns,8,9  
 Conclusions, writing 165-  
 Concrete nouns,17,18  
 Conditional verbs, 253  
 Context clues, 81  
 Count nouns, 27  
 Darion, Joe, 243  
 Declarative sentence, 173  
 Directions, 172  
  
 Earthquakes, 176-180  
 Edmonds, I.G, 135  
  
 Fact, 24-25,144,145,253  
 Fantasy, 144  
 Figures of Speech, 198-199  
 Folktales, 137-140  
  
 Galdon, Fr. Joseph, 221  
 Gerunds, 133-134  
 Glide, 163-164  
 Graph, 70-72  
  
 328

43. \_\_\_\_\_ 44. \_\_\_\_\_



45. \_\_\_\_\_

**X. Using the Dictionaries, Encyclopedias and other Reference Books (46-50)**

**Directions: Write the source you would use to answer each question. Choose from the list of words in the box. Write your answer in the blank before the number.**

A. Atlas- (or book of maps) provides information about cities, countries, continents, mountains, lakes, and other geographical features. Some also give information on climate, natural resources, industries, and transportation networks.

B. Literary References

1. book of quotation-provide information on where a quotation came from and who said it
2. handbook-it gives plot or summaries or describe characters, others explain literary terms or give information about the authors.

C. Almanac – contain up-to-date facts and statistics about the subjects such as population, weather, governments, business, and sports. It also contains historical facts and geographical information.

D. Specialized dictionary- provide information about specific fields such as medicine, music, and computer science

E. Biographical reference-are used in finding information about famous people, past and present.

F. Specialized Encyclopedias- concentrate on specific subject.

\_\_\_\_\_ 46. What made Adolf Hitler famous?

\_\_\_\_\_ 47. What are the elements of drama?

\_\_\_\_\_ 48. What does “balance” mean in accountancy?

\_\_\_\_\_ 49. What was the population of Philippines in 2000?

\_\_\_\_\_ 50. Where is the island Tonga located?

**b. The Reading Intervention Activities Timetable**

Suggested Topics and Activities					
Reading Skills	Schedule and Duration	Content Skills	Specific Objectives	Suggested Activities	Expected Output
	1 <sup>st</sup> Saturday	<b>PRE-TEST</b>			
Word Recognition	2 <sup>nd</sup> Saturday July 13 4 hours	Using Phonetic Analysis	Decode words from the stories read using phonetic analysis	Read a given selection and find a word that sounds the same as the given words.	List decoded words from the selection
Word Comprehension	3 <sup>rd</sup> Saturday July 20 4 hours	Using Structural Analysis	Use structural analysis as strategy in understanding unfamiliar words	Identify root words, prefixes, and suffixes, and explain the role; build words out of those.	Submit index cards with words containing root plus prefix or suffix or both
Word Comprehension	4 <sup>th</sup> Saturday July 27 4 hours	Using Context Clues	Use other words in sentence or passage to understand an unknown word	Students will answer work text and pick a word closest to the meaning of the underlined word.	Present insight about the activity
Word Comprehension	5 <sup>th</sup> Saturday August 3 4 hours	Vocabulary Building and Word Usage	Analyze words that appear on the selection read	Play Vocabulary Bingo Activity Play Web Words	Present Web Words in a Graphic Org
Word Comprehension	6 <sup>th</sup> Saturday August 10 4 hours	Finding the Main Idea and Supporting Details	Identify the main idea and recognize its supporting details	Discussion on the hints to determine correct main ideas and supporting details.	Presenting parts of the paragraph where main idea is found.

	7 <sup>th</sup> Saturday	SUMMATIVE TEST			
	8 <sup>th</sup> Saturday	MID-ASSESSMENT TEST			
Word Comprehension	9 <sup>th</sup> Saturday August 31 4 hours	Classifying and Organizing Facts	Arrange facts using separation and classification of ideas	Read a non-fiction text identify a visual feature and record facts from the caption	Present noted facts from the captions
Word Comprehension	10 <sup>th</sup> Saturday September 7 4 hours	Inferring Meanings and Drawing Conclusions	Read closely to make logical inferences and cite textual evidence to support conclusions drawn	Read “Three Little Pigs” and “Little Red Riding Hood”	Present insights about the stories being read
Word Comprehension	11 <sup>th</sup> Saturday September 14 4 hours	Following Directions and listening	Follow directions by utilizing reading comprehension skills	Explicit instruction and Modeling classmates are	Model or follow a situation while reading
Recognizing Parts of a Book	12 <sup>th</sup> Saturday September 21 4 hours	Using Parts Parts of a Book	Identify parts of the books correctly	Library visit and familiarizing different kinds of Books	Label books in pair and name each part correctly
Recognizing Reference Books	13 <sup>th</sup> Saturday September 28 4 hours	Using the Dictionaries Encyclopedia and Other Reference Books	Use books and other reference materials in locating information in the Library	Students will read scenarios and they will identify which reference material they should use to find the information	Present insights about the activity
Summative Test	14 <sup>th</sup> Saturday 15 <sup>th</sup> Saturday	SUMMATIVE TEST POSTTEST			

### C. Post-Implementation Phase

The post-implementation comprises with activities conducted after students have completed the 15 Saturday Sessions. It includes reading proficiency post-test, culmination and Recognition Program, and LAC Session.

#### 1. Reading Proficiency Post-Test

The reading proficiency post-test is administered to student-recipients after the completion of the RPro. It is used as a combining measure with a pretest to determine students’ achievement and the effectiveness of the reading intervention activities.

#### 2. Oral Reading Post-Test

The Oral Reading Posttest for the grade level is administered during the 4th quarter. The teacher

records the score of each student and compares the result of the posttest against the pre-test. Likewise, the behavior during the reading of the selection is compared to the student’s behavior during the pretest.

#### 3. Culmination and Recognition Program

The culmination and recognition program will showcase students’ performance output where they are task to interpret various speech arts such as readers’ theater, verse choir, chamber theater, and jazz chants. Furthermore, students who finished the RPro shall be pronounced as completers. The school shall also recognize the highly performing students and give certificates of recognition to the teachers and stakeholders involved in the program.